

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	RECEIVED TEXAS EDUCATION AGENCY 7 FEB -5 PM 2:21 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Woodson ISD	Throckmorton – 224902		
Vendor ID #	ESC Region #		
	9		
Mailing address	City	State	ZIP Code
PO Box 87	Woodson	TX	76491

Primary Contact

First name	M.I.	Last name	Title
Richard	J.	Sullivan	Grant Director
Telephone #	Email address		FAX #
254.522.5345	richard.sullivan2002@gmail.com		

Secondary Contact

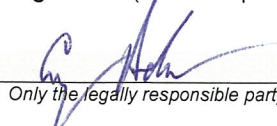
First name	M.I.	Last name	Title
Casey	R.	Adams	Principal
Telephone #	Email address		FAX #
940.345.6521	casey.adams@woodsonisd.net		940.345.6549

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Casey	R.	Adams	Principal
Telephone #	Email address		FAX #
940.345.6521	casey.adams@woodsonisd.net		940.345.6549
Signature (blue ink preferred)		Date signed	



February 2, 2018

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 224902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 224902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 224902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 224902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 224902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 224902

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Woodson ISD is a single campus district providing services to students in grades PK-12th.

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

The world today is ever evolving, constantly changing, constantly growing. Through Moore's Law, the simplest forms of technology that are part of our everyday lives grow at an exponential rate, doubling in a mere 18 months. Exposure is pivotal for individuals of all ages to stay current with this expanding growth, which is where we as educators must strive to prepare students, not just for what is currently available in today's society, but for what the future may hold. Educating students in how to use the tools around us to become self learners is essential in this process. Success is measured by individual milestones and growth factors. Students learn in different ways, by different means, and being able to differentiate from an educator's standpoint is vital to success. Technology in the classroom, when utilized correctly, aides educators with students achieving these growths. However, these growths do not need to be limited to classroom instruction, but must expand beyond the borders of campus, reaching those who are less fortunate and cannot obtain access to online resources on their own. Woodson ISD not only recognizes the need for that technology but also the need for highly effective educators that are given proper training and support on the tools that are available to them and their students. Efficiency and effectiveness in this area falls dependent on the availability and accessibility of quality, reliable technology in the hands of both students and educators alike, and the ability for students to access resources outside of the classroom. This insurmountable task is charged to the district to provide these resources in a cost effective, reasonable manner that can be sustained over long periods of time; stretching every dollar to maximize the lifespan vs cost ratio is often overlooked when acquiring new technology.

Woodson ISD strives to provide students at every grade level the tools and instructional resources to be successful learners. Connectivity to other students as well as those outside the district provide enriching opportunities that was once deemed nearly impossible without today's technology. Individual educators within small districts such as Woodson ISD were once called upon to be the absolute experts in their fields, typically standing as the lone educator for their grade or subject. However, with access to additional, external resources, they now have the ability to use materials provided by others online to demonstrate and convey applications to real world problems that exist in our world today.

In the 2014-2015 school year, the district deployed 1:1 devices to all of it's student body, providing students with new opportunities in learning, collaboration, and creation. Students in grades 4-12 were provided chromebooks while students in grades PK-3 received Samsung tablets. All devices allow for near instant on-off functionality, giving educators the ability to move seamlessly from activity to activity within the classroom. Educators were provided professional development opportunities that included both outside and in-house training sessions, with the goal of educators producing lesson plan materials that they could translate into classroom activities for students. The implementation was a success and slowly educator confidence grew and more curriculum based activities were produced using provided technology. Yearly training is provided to educators to help increase confidence and expand possibilities within their classroom subjects. All educators also attend professional development throughout the summer provided through Region 9 which range from simple tasks such as collaborating through Google's educational suite to advanced curriculum based lessons using external resources for student engagement and creativity. Online resources such as Edmentum, Achieve 3000, and iStation are provided for access to valuable data detailing student assessment. This information allows for tailored instruction and differentiation where needed for a particular student.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 224902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Over time, the district has monitored and assessed the effectiveness of the technology that was presented throughout the district, adjusting both district goals and classroom objectives. For example, initially, devices were to be housed on campus with students going through a daily check-in, check-out process to gain access to their chromebook while being expected to complete assignments at home on personal devices. Student polling was conducted, and it was discovered that a surprising number of students did not have adequate access to devices at home to perform the tasks the educators expected them to complete. It was quickly determined that the district's initial steps toward technology integration was not properly meeting the needs of the students. Therefore, adaptations occurred, and students were allowed to take devices home upon agreement with the district's Acceptable Use Policy (AUP) which allowed them 24/7 access to educational materials and resources.

Creating a successful 1:1 initiative takes mindful planning, carefully analyzing data from a wide array of sources, and attempted foresight into situations that may arise in areas unknown. Even those who have created successful environments where students are able to enjoy the luxury of 1:1 technology in the classroom have found that some aspects get overlooked and adaptations must be made. Some of the first steps of implementation may be obvious; get technology that best suits your district needs and goals into the hands of the students. Then, provide adequate educator training and professional development aimed at giving educators the ability and confidence to create rich digital content and lessons. The ultimate goal, to utilize the thousands of dollars worth of devices placed in student's hands, effectively creating a higher level learning environment. Educator buy-in becomes the most critical aspect of being successful, and when it is achieved district wide, students become more engaged in every lesson, creating meaningful content, analyzing higher level concepts, and establishing a new norm for what is expected for 21st century learners. However, the inevitable reality is that educators will put in hours of planning and work into their digital content, just to have the day potentially wasted as they are left scrambling to adjust their lessons due to one or two students that may have either left their device at home, misplaced it moving from one classroom to another, or incurred recent damages as they wait for their device to be repaired. Having a solution that not only puts technology in the student's hands, but also plans for human nature, especially that of children ranging from ages 5 to 18 years of age, is a major consideration that must be made while integrating 1:1 technology throughout the district.

Sometimes, outside forces are the driving factors that cause what was once considered to be a promising integration plan to become an obsolete solution that could ultimately be considered a failed attempt to implement meaningful technology within the classroom. For example, the discontinuing of the Google Play for Education in early 2016 had a crippling effect on all devices implemented throughout the PK-3 grade levels and has rendered these devices nearly obsolete in the grand scheme of educational technology.

The district's current mission is to focus on its commitment to guarantee staff and students with fast, dependable, and readily accessible equipment no matter their location. Their goals aim to strengthen student achievement of higher order thinking and develop 21st century skills that students will carry forward with them into the workforce. With funding support from the Technology Lending Program Grant, chromebooks would be purchased that would ensure all students PK-12 would have access to 1:1 technology that is excelling throughout the educational community as one of the fastest, most reliable means of accessing online resources and creating a learning environment that promotes collaboration, creativity, and critical thinking. Devices will be on hand for each educator to be able to ensure that those situations that could potentially cripple daily lessons and cause educators to potentially abandon the concepts and promise that successful 1:1 implementations provide. Additionally, students qualifying through requirements set by the district will receive a Kajeet Smartspot allowing for at home internet access that was previously unavailable. In order to achieve this mission, approximately 100 chromebooks would need to be purchased through funding received from the grant along with 25 Kajeet Smartspots that would give students home access to online resources and materials. Without it, the district is subject to pitfalls that small schools are susceptible to while balancing and maintaining a healthy budget as well as pushing for technology and educator growth needed to be successful in 21st century learning.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 224902			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature, Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$43,500	\$5,000	\$48,500
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$43,500	\$5,000	\$48,500
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$43,500	\$5,000	\$48,500
Administrative Cost Calculation					
Enter the total grant amount requested:					\$48,500
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$7,275

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 224902

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
a. Subtotal of professional and contracted services:		\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a and b) Grand total		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 224902		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	
	Lenovo N23 Yoga Chromebook ZA26 - Flip design - MT8173c - Chrome OS - 4 GB RAM - 32 GB eMMC - 11.6" IPS touchscreen 1366 x 768 (HD) - Wi-Fi	\$28,000
	MAX Cases Extreme Shell - Notebook top and rear cover - black - for N23 Yoga Chromebook ZA26	\$2,400
	Acad Chromeos Management Svc Only Perpetual Lics Term	\$2,800
	Kajeet Smartspot	\$10,300
Grand total:		\$43,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 224902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$
Grand total:		\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 224902			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 224902

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	93	60.8%	
Limited English proficient (LEP)	0	0%	
Disciplinary placements	0	0%	
Attendance rate	NA	96.1%	
Annual dropout rate (Gr 9-12)	NA	0%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
8	5	13	7	13	10	12	12	13	12	13	13	12	10	153

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Schedule #13—Needs Assessment

County-district number or vendor ID: 224902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Woodson ISD assesses needs of students and educators throughout various methods. Classroom observations and informal walkthroughs are performed by the administration, taking notes on technology use and proficiency from both educators and students. These notes can include information on whether the educator is using the technology available in the manner in which it was designed, does every student have a working device and able to fulfill the educator's requirements with the device provided to them, and what do the educators feel they may need to help make the current lesson more successful for the students? Regular faculty meetings are conducted where educators are polled on technology strengths and weaknesses.

The single campus district in its entirety is striving to meet the same goal; provide up-to-date, readily accessible 1:1 devices that integrate seamlessly into classroom instruction and furnish students in need with home access to resources and materials. Currently, Woodson ISD is unable to meet those goals within grades PK-3 where sets of Samsung tablets exist and do not meet minimum requirements for browser related applications that educators are needing to use to instruct and assess student growth, nor are apps available by developers through the Play Store. The chromebooks that are integrated into instruction grades 4-12 meet or exceed the district goals so long as educators are able to avoid the pitfalls of human nature, especially that of children in the range of 5 to 18 years of age. Devices inevitably will be forgotten at home, misplaced between classes, or suddenly in a inoperable state without warning.

The solution includes purchasing 100 chromebooks that will be issues between students PK-3 and serve educators directly as a means to avoid the stumbling blocks associated with inevitability of absent devices. All new devices will be fitted with a protective case, and equipped with Google's management license which allows the district to provide students a customized Chrome experience, giving access to tools designed to aide in accommodations and modifications for qualifying students. In addition, 25 families have been identified that will receive a Kajeet Smartspot providing filtered access to school devices while off campus.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 224902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Provide students with access to instructional resources and materials to assist in achieving higher level learning while maintaining the ability to assess and evaluate student understanding and performance in relation to goals set forth by state and district.	Purchasing chromebooks for students to have 1:1 access throughout the entire district in grades PK-12 that they would use on and off campus. These devices allow for fast, reliable access to resources that can be effectively monitored and controlled for student safety and used as tools for student assessment.
2.	Provide students with opportunities and access to resources geared to help them thrive in a world of collaboration, creativity, and critical thinking. Students need the ability to share and work with their peers and others around the world to gain valuable knowledge and skills necessary for their success in the 21 st century.	The purchasing of chromebooks and Kajeet Smartspots allow for 24/7 access to information, social interaction, and digital content present in today's society. Students hold the ability to create rich multimedia content, collaborate with other students and peers, and research valuable information regardless of being in the classroom, or at home.
3.	Provide educators with tools and resources needed to create and promote a level of higher learning that could not be normally achieved without technology.	The purchasing of chromebooks for students will give educators the ability to design, develop, and present students with stimulating learning opportunities as well as gain valuable knowledge through student assessment on individual student strengths and weaknesses. This in turn allows for modified, individual instruction geared to assisting struggling students as they strive to learn and meet standards set forth for them based on their grade level.
4.	Provide students with the ability and opportunity to apply knowledge gained through a 1 to 1, higher level learning environment, to practical situations as they are presented in their day to day routine.	The purchasing of chromebooks allows students to learn skills involving collaboration and creativity. They can then apply these skills through their everyday lives to collaborate with others and create content once unknown and possibly out of reach without the skills and knowledge they gained through instruction and self practice.
5.	Provide educators the opportunity to help promote and model proper digital citizenship and responsibility that is bestowed upon individuals in today's society.	The purchasing of chromebooks gives way for educators to teach, model, and promote safe and proper digital citizenship for the 21st century. Educators will possess the ability to create learning opportunities and scenarios that involve digital citizenship and model the techniques and responses that represents positive behavior and criticism toward others.

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Schedule #14—Management Plan

County-district number or vendor ID: 224902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Grant Director	Richard Sullivan, 7 years teaching experience including math, technology, and integration Technology Director for 5 years
2.	Administration	Casey Adams, 9 years teaching experience 4 years Administration and integration experience Principal / DIT (District Improvement Team) Member
3.	Teacher / Technology	Margaret Mathiews, 37 years teaching experience including technology and integration JH / Secondary / DIT Member
4.	Administration	Danny Bellah, 10 years teaching experience, 26 years Administration experience Superintendent / DIT Member
5.	Teacher	Bethany Overton, 14 years teaching experience DIT Member

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Purchase Devices	1. Evaluate and select devices	05/01/2018	05/30/2018
		2. Obtain competitive quotes for desired devices via Buyboard	05/01/2018	05/30/2018
		3. Purchase Devices	06/01/2018	06/30/2018
		4. Inventory Devices	07/01/2018	07/30/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Deploy Devices	1. Assess students that are in greatest need of device	07/01/2018	07/30/2018
		2. Deploy chromebooks in grades PK-3	08/01/2018	08/20/2018
		3. Deploy chromebooks for educator use	08/01/2018	08/20/2018
		4. Deploy Kajeet Smartpots to students meeting criteria	09/01/2018	08/31/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Professional Development	1. Regular faculty meetings	05/01/2018	08/31/2019
		2. Staff development before beginning of school.	08/01/2018	08/30/2018
		3. Professional Development through Region 9	06/01/2018	08/31/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Monitor & Assess Implementation Progress	1. Regular faculty meetings	05/01/2018	08/31/2019
		2. Routine classroom observations	08/01/2018	08/31/2019
		3. Regular meetings for District Improvement Team	08/01/2018	08/31/2019
		4. EOY growth assessments for students	05/30/2019	07/30/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Evaluate the effectiveness of the deployment	1. Documented use of devices	08/01/2018	08/31/2019
		2. Academic achievement and growth	08/01/2018	08/31/2019
		3. End of Year educator meetings	05/01/2019	07/30/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 224902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Woodson ISD currently monitors goals and objectives through a series of observational walkthroughs and staff meetings. Administration is fortunate, in a small district, to have the opportunity of regular one on one contact with educators where they can discuss the technology currently in place, the goals they wish to obtain with that technology, and whether the goals are being met in a timely manner. With this data, the administration presents its findings to the DIT (District Improvement Team) involving the effectiveness and productivity of current technology, where they then assess the needs for possible modifications that can be made on future goals and objectives throughout the district. This information is conveyed to educators within their regularly schedule meetings or via email if the information needs to be relayed immediately. Parents and community members are informed via posts to the school's website and to the school's social media outlets. Administrators and faculty members will continually monitor, report, and adjust strategies for effectively obtaining the district's goals and objectives.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Woodson ISD is continually working towards achieving an effective, safe learning environment conducive to higher level learning. Through checkout agreements, students are allowed to take technology off campus where they can have 24/7 access to learning opportunities and educational resources. The district prides itself in its commitment to student education, and is constantly seeking opportunities that are beneficial to the education process. The DIT (District Improvement Team) meets a minimum of once per semester to determine if the district is meeting its current goals and objectives, as well as meeting the needs of the students. The administration performs frequent walkthroughs of classrooms where both student and educator proficiency is examined and documented. These observations are discussed with educators one on one during their end of year meetings, helping to ensure not only student achievement, but that educators remain committed to utilizing technology to enrich their curriculum and engage students in higher level learning.

Students are assessed multiple times a year utilizing the technology in hand. These assessments not only gains a clear perspective of student proficiency with their devices, but also allows for insight into the effectiveness of current teaching strategies and the educator's success towards higher learning. Woodson ISD commits itself to pursuing continual growth in an age that is rapidly changing as new, more sophisticated equipment reaches the market every day. The district welcomes new ideas and perspectives from all parties involved, but in turn holds its educators and students to a higher standard in the modern era of educational technology.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 224902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Deployment	1.	Devices associated with school access points
		2.	Devices properly enrolled and inventoried in Google's Admin Console
		3.	Student accounts used for login and tracking of student activity
2.	Educator Monitoring	1.	Deployment of curriculum based assignments using provided technology
		2.	Observation of student success and proficiency using technology as gateway to resources.
		3.	Submission of higher level, digital content and project
3.	Student Engagement	1.	Student assignments reaching higher Bloom's objectives
		2.	Increase in student academic achievements
		3.	Student collaborative assignments with peers
4.	Quantitative Data	1.	Frequency of data usage (Reported by monitoring software)
		2.	Online test scores depending on subject area
		3.	Student, Parent, and Educator surveys
5.	Qualitative Data	1.	Walkthroughs and educator evaluations of student engagement
		2.	Student involvement in collaborative and creative activities and lessons
		3.	Educator creation of rich classroom content

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data is collected through various methods. Student engagement is recorded through the GoGuardian Admin Console that tracks user activity with details such as Google documents, websites, and time spent on each activity. Google's Admin Console also allows for device level data to be collected which shows user sign on information and as well as time spent on devices. Both consoles offer varieties of filtering and allows for limitations to be placed on devices that correspond with the district's Acceptable Use Policy AUP as well as insuring district wide CIPA compliance.

The district deploys semi-annual benchmark tests, created in Study Island, that are taken via student devices. This data is collected and analyzed by the Administration so that meetings can be held regarding student performance and possible remediation if necessary. Other programs such as iStation, Edmentum, and Accelerated Reader are also used by educators to evaluate student learning and help achieve individualized instruction on a per student basis.

When failure or incident occurs with a device, it is recorded on the device data within the Google Admin Console. These reporting features allow for tracking information regarding device failures, or frequent damages that are recurring. Solutions can then be discussed in regards to handling of failures, such as investigating failures from a particular batch of devices, or finding solutions for damages, such as better cases, or limiting time frames or areas that students handle devices directly.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 224902

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, students in grades PK - 3 have access to Samsung Galaxy Tab 4, 10.1" tablets while students in grades 4-12 have individual chromebooks assigned per student. Student chromebooks may be checked-out and taken off campus so long as all required documentation is completed and returned with signatures from both student and their parent or guardian.

Woodson ISD does not have a specific budget that is used to procure new chromebooks on a regular basis. The primary funds that launched the 1:1 initiative were provided through a competitive grant awarded to the district in the 2014-15 school year. The majority of local funding for technology is set aside for instructional tools such as Study Island, iStation, PLATO Learning, Accelerated Reader, or other such resources such as online curriculums provided by Holt McDougal Online. Other portions of that funding includes providing upgrades to teacher workstations, printer accessories, networking equipment and cloud management, replacement chromebook and desktop hardware, projector bulbs, maintenance contract with Region 9 and upgrades to computer lab workstations.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 224902

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Woodson ISD has a commitment to its students to provide fast, reliable devices that allow for connectivity to online resources and materials. Their mission is to create a higher learning environment, structured around 21st century skills including collaboration, creativity, and critical thinking. The Technology Lending Grant would help provide chromebooks to students in PK-3 with 1:1 that they will be able to take with them off campus, and serve educators directly as a means to avoid the stumbling blocks associated with inevitability of absent devices. The grant would also allow for the purchasing of 25 Kajeet Smartspots that would serve families that are currently unable to provide internet service at their residence. With this technology in hand, educators would be able to push 21st century teaching techniques to students outside of the classroom. This allows for greater achievement of higher level Bloom's Taxonomy objectives such as collaborating with other students worldwide, compiling data from external sources, and draw conclusions based on outside research.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 224902

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through the Technology Lending Grant, Woodson ISD would be able to purchase 25 Kajeet Smartspots for families that cannot provide at home internet service to their students. These devices come equipped with software called Kajeet Sentinel, which provides the district with the ability to provide CIPA compliant devices that are safe, filtered and monitored with 24/7 internet access. These SmartSpots allow for 500 MBs per day mobile service through AT&T's wireless network that allows for more than adequate data for at home projects, Google based services, as well as a limited amount of approved audio and video content. For perspective purposes, on average, streaming YouTube for approximately one hour would consume 240 MBs of data, and with the added filters and restrictions provided through Kajeet Sentinel, the district would be able to limit such consumption and restrict access to the amount of data used for audio or video content. The Kajeet Sentinel service also allows the district to restrict access to devices that are issued through Woodson ISD only, putting a stop to data usage from outside devices. The Kajeet Smartspots would be integrated into Woodson ISD's AUP, and parent trainings would be provided with the intent of educating parents on how to use and troubleshoot the Smartspots.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 224902

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Woodson ISD currently provides chromebooks to students in grades 4-12 with the ability to take devices off campus. This access to online resources and through the utilization of GAFE (Google Apps For Education), educators have the privilege of individualizing instruction and promoting 21st century skills that students will carry with them throughout their careers. Chromebooks in particular provide an excellent balance between mobility, accessibility, and manageability. Educators can achieve multiple aspects within their lessons where students can engage in hands on or group activities, then quickly transition to an online activity without having to wait for student devices to load. Educators can monitor, push materials, and assess student retainment in a fraction of the time than traditional pen and paper. Students have the ability to shift from one learning phase to another within seconds, giving chromebooks, like ones the district would receive through the Technology Lending Grant, a clear advantage when compared to similar devices.

Classroom management is a top priority for Woodson ISD and the management of chromebooks in particular is already in place. The district recognizes the needs of educators to be able to monitor student activity, disperse content quickly, and keep students engaged and on task. Google's education license that ties directly to the chromebook itself, assists the district in controlling content and insuring devices are being used by authorized individuals only. Through the use of Google's organizational units, restrictions can be placed on the devices through either a per device or a per user level. These organizational units also tie in directly with GoGuardian, which gives the district the ability to be more selective in their restricting process. Students that have difficulties staying on task and using devices for their designed purposes can quickly be added to an organizational unit that restricts all but necessary access to programs utilized by the district. Reporting features within GoGuardian allow the administration to view and correct student's online activity by adding filters to searches, restricting results, and denying access websites matching filtered categories. In addition to these district tools, educators have access to Hapara, an educational suite designed for quickly dispersing classroom materials, but also has a feature that allows educators to directly monitor student screens during school hours. Hapara allows teachers to push urls directly to student devices, close unnecessary tabs, and screenshot student activity should the need arise. Through the use of these management tools, Woodson ISD is able to ensure students receive safe, filtered, and constructive online materials as well as promote positive digital citizenship.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A variety of resource and support materials are now available to educators since the district first implemented 1:1 chromebooks in 2014. GAFE Suite applications, Study Island, iStation, Think Through Math, Accelerated Reader, Achieve 3000, and Holt McDougal Online are just a few of the resources that are available for educators. These resources provide educators with support curriculum materials in Math, Science, English, and Reading throughout all grade levels. Such resources allow for immediate student feedback, saving valuable time for student and educators alike. Hours of grading and returning papers can now be done in an instant as many assignments are graded instantly, and classwork can be returned using a click of a button. Student engagement dramatically increases as educators are able to quickly assign differentiated instruction on an individual basis.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 224902

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Woodson ISD strives to create a balanced learning environment where students have freedoms to research ideas and utilize resources in a variety of ways. Currently, 50 MB upload and download speeds are provided to the entire district through a fiber connection with its ISP (Internet Service Provider), and is equipped with gigabit connection speeds within its local intranet. The district currently has a robust infrastructure with Cisco Meraki as its backbone. Region 9 provides through contract the Meraki MX80 for the districts firewall needs. Through this contract, Region 9 supports this device and performs any necessary maintenance as it is required. Next, three Meraki MS220-48FP PoE+ switches configured with 48 gigabit Ethernet ports, cloud visibility and control, monitoring and diagnostic tools, and 740 W of PoE output power at 30 W per port which allows for powering devices ranging from access points to security cameras. The topology continues, reaching out to two MS225-24 switches, increasing range and expandability as each switch contains 24 gigabit Ethernet ports, utilizes the same cloud management console which allows for identical monitoring and diagnostics that are available in the MS220 models. Expanding the entire campus, the district has deployed 22 Cisco Meraki wireless access points of various models depending on location. These access points are strategically placed allowing for seamless transition as students move all across campus. All access points are managed quickly and easily through the same cloud management portal as all switches, and can be filtered, configured, and monitored at a per access point level. Through Meraki's cloud based management console, any infrastructure issues that may arise can be quickly traced to the point of failure and quickly corrected. Plus, Meraki boasts an excellent support system that gives customers fast, reliable technical support at no additional cost. Device support within the district is handled in a variety of ways, where several individuals carry out different aspects including repair of minor damages, shipping and RMA's, and documentation of damages and repairs.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 224902

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has implemented a check-out process that begins with orientation of new students and their parents that The district has implemented a check-out process that begins with orientation of new students and their parents that shares with them the goals and objectives the district has in place and how it utilizes the technology on and off campus to achieve these goals. In early August, all students and parents that have not previously participated in the program have two opportunities to attend these orientations where they are given packets that outline caring for their devices, the acceptable use expectations of both students and parents, and a short session including how to operate chromebooks and the safety features that are applied by the district. All other students are required to complete yearly paperwork including Woodson ISD's AUP (Acceptable Use Policy), as well as both student and parent responsibility forms. The check-in process begins after testing during the last week of school. All students bring in their device with documentation outlining any damages they have incurred or any faults they see with their device. These documents are checked off with the student by staff, verifying the accuracy of their statements and their device is housed in the technology room on shelves until repairs are performed over the summer or until the next check-out process.

Chromebook troubleshooting is currently handled in house, using replacement parts either purchased or salvaged from corrupt, unrepairable devices. Chromebook components are less intricate than that of their laptop or macbook counterparts, this allows for many of the repairs to be completed quickly by simply watching a repair help guide on YouTube or iFixIt. Students who are involved in upper level technology classes utilize these opportunities to familiarize themselves with the inner components of many electronics today and get the opportunity to perform simple repairs. Any major damages that are deemed to be beyond a simple fix with tools that are on hand are sent back to the manufacturer via RMA for repairs.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When devices are purchased, they are first inspected for defects, then enrolled into Google's GAFE domain. Upon enrolling, any notes about the device, including purchase date, which student the device will be assigned to, and assigned serial number will be placed in the system. The device will be moved to the appropriate organizational unit, providing filters and settings set forth by the district. Device insurance for chromebooks is not purchased due in part to the overall cost of parts as well as the low price of a new device. The district justifies this decision by looking at the cost per device for 3 years worth of insurance, which typically costs around \$80 per device. If the district purchased this insurance on its entire fleet, the cost would surpass \$10,000 just for the coverage alone. Research was initially conducted which returned results showing most devices, unless improperly cared for, would last around 4 years before incurring hardware or software faults. Adding protection to devices through work-in carrying cases, as well as damage charges that are handed down to families for damages caused by improper care, as well as proper training of students, parents, and staff can help stave off most damages that occur through negligence.

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